

The Heritage of Cinema in Leeds

Who is this learning resource for? KS3/4

What you'll need:

- Teacher Notes
- Resources to make a zoetrope – template, card, scissors, tape, a CD/disk template, pencil or straw.

Lesson objectives	To appreciate the origins of film in Leeds and to develop a method of moving image
Lesson outcomes	<p>All learners will know that Leeds used to house many cinemas, and will be able to attempt a simple zoetrope design</p> <p>Most learners will understand the significance of moving image in Leeds and will be able to design a simple zoetrope</p> <p>Some learners will be able to understand and comment on the significance of moving image in Leeds and will be able to design an effective zoetrope</p>

National Curriculum links:

Potential links to GCSE Film Studies (Eduqas) in history of film

Design and Technology GCSE: *develop realistic design proposals as a result of the exploration of design, opportunities and users' needs, wants and values; use imagination, experimentation and combine ideas when designing; develop the skills to critique and refine their own ideas whilst designing and making.*

Activities:

1. Start by discussing the film industry to frame this learning within context – do the learners go to the cinema? How often? Is cinema still important now in the age of streaming? What is the experience of going to the cinema like? You could then ask learners about their knowledge of film and cinemas in Leeds. After you have established what they know, you can watch the short film which explores the cultural heritage of film in Leeds. Using the [Lost](#)

[Cinemas website](#), you could explore which old cinemas are local to you! (10 mins)

2. Building on what learners saw in the film at Leeds Industrial Museum which shows the collection of cameras and lenses made by a local factory, learners can now use their design skills to create a zoetrope – a pre-film animation device. To introduce this, you could give some contextual information on zoetropes and also watch the simple YouTube video (in the teachers notes) to instruct learners on how to make it. (5 mins)
3. This could be done by learners individually or in groups. The website also provides downloadable templates, or these could be provided by you. There are various levels of complexity, and learners can choose the template with the figure of the horse on, or they can make their own animation. (40 mins)
4. There can be a sharing of work at the end where learners share their created zoetropes, and give peer feedback on the design and construction. (5 mins)

Differentiation:

- For learners who may struggle with the task, paired work may be more suitable to provide scaffolding.
- The task could be simplified to just drawing the images which are to be animated.
- Learners could work in production teams with one learner responsible for each area of the task.
- For more challenge, learners could measure up and draw their own templates to create the cylindrical drum.
- Learners could experiment with 3D designs to go into the zoetrope, and could consider what sustainable materials could be used to make this design today.
- For extra challenge, learners could consider the marketing possibilities for this toy today, what would its USP and usage be, how could this be made to appeal to consumers?

Teacher Notes

Introduction to this session

In this session, learners will explore the heritage of film in Leeds and the history of filmmaking, including looking at Louis le Prince's early camera. This session then has a Design and Technology focus, as students will create a moving image device themselves, a Zoetrope. A zoetrope was a Victorian pre-film moving image device, where still images were given the illusion of moving through being viewed through slits. The zoetrope was a popular parlour game and toy but contributed to the development of moving image. There are opportunities for learners to consider how sustainable materials could be used to make a toy like this today, and to consider how this could be marketed to consumers. Learners will produce a creative response to the theme of the session.

Teacher Notes on the Film

In this film, the focus is on the heritage of film and moving image in Leeds, which has a fascinating history. We used the cinema space which is built from the interior of a former cinema in Armley. We looked at the collection of cameras and lenses stored by Leeds Industrial Museum which were made by a local factory and were key to the development of the film and moving image industry. They also have a replica of Louis Le Prince's camera which we focussed on. Our interviewees (Laura and Alice) spoke about Le Prince and his contribution to the history of cinema, and then more broadly about important moments in cinema history such as a group of young Jewish teenagers who began a film club; the Leeds Film Society which raised the profile of cinema as an art form in the city; the Cinematograph Act of 1909 which led to the development of public cinemas; and Leeds International Film Festival which has been going since 1987.